Individualized Integrated Curricular Unit

**TEKS**

**Science**

(10)  Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A)  explore how structures and functions of plants and animals allow them to survive in a particular environment;

(C)  investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.

**ELA**

**(8)  Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A)  sequence and summarize the plot's main events and explain their influence on future events;

(B)  describe the interaction of characters including their relationships and the changes they undergo; and

**(9)  Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

**(3)  Reading/Fluency**. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.

**(24)  Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:

(A)  spell words with increased accuracy using orthographic rules, including:

(i)  words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;

(ii)  words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;

(iii)  words that use syllables with silent "h" (e.g., ahora, almohada);

(iv)  words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;

(v)  words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); and

(vi)  words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);

(C)  spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raíz, raices);

**Synopses of fiction read aloud books**

***¿Quién******teme a la enredadera?*** Escrito por Felicia Law Ilustrado por Nicola Evans

This book is about three friends Bambu, Terciopelo, and Pico that always sit over a log in the tropical forest. One day they were scare because one climbing plant was looking around to go up to one tree. They think that the climbing plant is going to do something to them.

***Cuida tu planeta*** escrito por Lauren Child, adaptacion por Miguel Angel Mendo

This book is about one girl who saw her friend’s room disorganized and dirty because he did not want to clean it. She wants to clean the room throwing everything to the trash. Her brother tries to explain to her that if we throw all to the trash we will finish cover by it. Then he explains to her that she can recycle a lot of the things that she wants to throw. He finds a magazine where have more detail about recycling and also tell that depending on the amount the she collects she can get one tree to plant. Then she decides to invite her school friends to recycle with her to try to get the tree. Finally everybody cooperate to recollect enough recycling material that they receive the tree and plant it in the school.

***La granja*** por Stephanie Ledu

This book is a story about the animals and the plants that we can find in the farm.

***The Jalapeno Seed*** by Patsy J. Robles-Goodwin

This is a story about a farmer that plant a jalapeno and he will need a lot of help to pull the jalapeno form the plant. Eventually they make a delicious salsa with the jalapeno and have a big party with the other farmers.

***Marc Learns to Fly*** by Alma Sanchez

This story is about the cycle of a butterfly and haw he learn to read different types of books and eventually all that he dream make it real when he can fly because he transform from an egg to a caterpillar to a cocoon and finally to a butterfly.

**Synopses of non fiction read aloud books**

***El ciclo de vida del Arbol*** escrito por Bobbie Kalman y Kathryn Smithyman, ilustraciones de Barbara Bedell

This book talks about all the information that the people need to know about the threes, their cycle, how they help us, different kind of threes, etc.

***Habitas de jardín*** escrito por Kelly MacAulay y Bobbie Kalamn

This book is about what is an habitat?, Four seasons, Garden Plants, animals in the garden, etc.

***La vida de las plantas*** escrito por Martin Bronkhurst

This book is about the parts of the plants, what the plants need, the parts of the flowers, etc.

***Descubre Ciencias Edicion para Texas*** escrito por W. Badders, D. Peck, L. j. Bethe, C. Sumners, V. Fu, y C. Valentino / Por Houghton Mifflin Company

This is a text book that includes information about plants and their cycle additional to other science information.

***Preparados Listos STAAR*** by National Geographic

This is a text book for third grade students and has information about different types of life cycles.